



Syllabus

SCHOOL OF BUSINESS AND MANAGEMENT

BUS 466: Entrepreneurship and Small Business Management

5 Credits

Effective: Spring 2020/2021

*Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course provides an introduction to entrepreneurship whether a new venture, a small business, or a new initiative in an existing company. Topics include business planning, financing, market development, operations, management, legal issues, and social responsibility as they relate to starting and running an entrepreneurial venture or small business. Topics are presented in the context of developing an overall new venture business plan where students will develop a plan for a real or imaginary business.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage (“Find Your Textbook” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Strong communication and interpersonal skills

COURSE OUTCOMES

In this course, learners:

- Apply design thinking to translate broadly defined opportunities into actionable innovation possibilities and recommendations for key stakeholders and their organizations.
- Utilize the Business Model Canvas to systematically reflect on a proposed business model.
- Examine planning from an entrepreneurial perspective.
- Demonstrate how to interview and communicate with potential customers in order to better understand their needs and convert observation data to insights.
- Develop a pitch deck to communicate a start-up's business description, value proposition, market opportunity, and revenue potential.

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Practicing entrepreneurship
- Social entrepreneurship
- Business models and plans
- Small business management
- Entrepreneurial mindset
- Business model canvas
- Pitch deck
- Design thinking
- Franchising
- Bootstrapping for resources
- Learning from failure, testing, and experimentation

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Instructor Determined Assignments and Activities	20%
Pitch Presentation	20%
Group Presentation: Design Thinking	30%
Team Report: Applying the Business Model Canvas (BMC)	30%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Instructor Determined Assignments and Activities

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in classroom discussions; ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of business management. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form, APA style, and professional presentation. The instructor may also choose to create additional activities to support learning in the classroom or online.

<i>Components</i>	<i>% of Grade</i>
Quality of Responses	40%
Quantity of Responses	40%
Timeliness	20%
TOTAL	100%

Pitch Presentation

Students will create a pitch deck and pitch their business idea to the class in a thoughtful, engaging presentation, using the guidance in the required textbook. The instructor will provide a template to help students structure their pitch deck more effectively. This template serves a general outline; therefore, students will need to adjust various sections of their presentation based upon the nature of the idea and relevant concepts. Students will utilize an evaluation form to provide one another written, anonymous, and constructive feedback on their presentations. The instructor will use the completed evaluation forms as a key source to grade individual presentations. This presentation should consist of 15-20 slides (15-20 minutes including Q&A) including a cover page, an agenda slide, and references. This will be a narrated presentation. Online students should record and link their voice to the slides. Students who attend class in person will be required to present their pitch deck live to their peers and the instructor. APA writing conventions should be followed with a minimum of five (5) sources referenced and cited.

<i>Components</i>	<i>% of Grade</i>
Audio/Visual Presentation	30%
Critical Thinking & Analysis	40%
Assignment Requirements	10%
Style Including Structure, Flow, Grammar, & Spelling	10%
APA	10%
Total	100%

Group Presentation: Design Thinking

As a team, students should assume that they are a consulting team that has been hired by an organization needing their expertise. The team will select the organization of interest at the beginning of the quarter and submit their choice to the instructor for approval. Once approved, students will be tasked with identifying the next opportunity and developing a completely new offering that is part of an overall larger experience (e.g., an existing service, product line, domain of operations), which is ultimately designed to create value for a specific, targeted set of people. Additionally, students should consider how their ideas will make the world a better place (at least for the target customers) and will not just be more “stuff” for them to purchase and consume. Throughout the project, each team’s deliverables should be thorough and professional, utilizing the various concepts covered in the course.

Phase 1 - Building Empathy: Immerse & Plan Research

In this phase, students should explore the persona and context identified for the project. Using available data as a secondary research tool and any other information that team members might already know about the population and context of interest, students should begin immersing themselves into how this persona currently experiences the specific and related contexts under consideration. It is critical to explore and capture as many thoughts as possible. As students immerse themselves into the persona and context, they will also be designing the qualitative, immersive research that they will conduct with participants who align with their persona as closely as possible. Using immersive techniques, students will actually go out and gather insights about their persona and the experiences associated with the selected context. Data collection should help validate/invalidate, refine, and guide the next steps of the project. Once the research design is finalized, the team should immediately dive into actual research with participants.

Phase 2 - Defining the Challenge: Analyze Insights & Create Challenge Statements

Using proper frameworks, students will conduct an in-depth analysis of the insights they gathered. In short, they will be attempting to organize all of their findings to uncover common and/or interesting themes. The evaluation should focus on key insights and clearly articulate conclusions that team members have begun to make. Ultimately, team members will need to create a challenge statement that will be the guiding force behind the development of their solution ideas.

Phase 3 - Ideating, Prototyping, & Testing

In this phase, students will develop a number of different solution ideas and then create rough, rapid prototypes to visually/physically represent two or three of their leading ideas (which could be a combination of several ideas they have created). The team will then take its rapid prototypes or their visual representation back out to the research participants to gather their feedback and refine the team members' ideas.

Phase 4 - Present Leading Idea(s)

Based on the feedback that the team receives from its participants, team members should refine their solution ideas and develop a set of refined prototypes that visually represent the leading idea(s). The team should make the prototypes or their visual representation as realistic as possible, considering the various forms and modes of interaction. Students should also speak to any business model changes, so that all important impacts can be considered. In presenting the model and prototypes, team members should consider and include information that is relevant from the previous phases of the project as well as any additional information that will help to understand and provide critiques on the proposed ideas.

For the final phase of the project, the team is required to consolidate their key findings and output from earlier phases into one coherent and cohesive final presentation, including the addition of information associated with the final product or service prototype development. This presentation should consist of 15-20 slides (15-20 minutes including Q&A) including a cover page, an agenda slide, and references. This will be a narrated presentation. Online students should record and link their voice to the slides. Students who attend class in person will be required to present their pitch deck live to their peers and the

instructor. APA writing conventions should be followed with a minimum of five (5) sources referenced and cited. While this is a group presentation, peer reviews can significantly affect the final individual score on this project.

<i>Components</i>	<i>% of Grade</i>
Audio/Visual Presentation	20%
Critical Thinking & Analysis	25%
Assignment Requirements	20%
Style Including Structure, Flow, Grammar, & Spelling	10%
APA	10%
Team Contribution	15%
Total	100%

Team Report: Applying the Business Model Canvas (BMC)

This assignment consists of two (2) primary phases. In phase 1, students are required to use the business model canvas template that is provided or approved by the instructor to develop a business model canvas for an idea, which has been generated and selected by all team members. In this phase, the completed template will represent the initial draft of the final model. At a minimum, students should fill in key sections of the template including hypotheses and client/audience segment(s) based upon some preliminary research. Students will submit the initial BMC draft by the assigned due date (see course schedule) to receive the instructor’s feedback.

Once students have completed as much of their BMC as possible, in phase 2, they will interview a number of individuals who fall into the selected segments. The primary objective of conducting these interviews is to validate the initial hypotheses, customer segment(s), and other components of the BMC. Students must be clear to identify the need that their project will meet in order to validate the components of the BMC properly. During the interviews, students should not ask directly whether the interviewee would support their project; the goal should be to determine whether the interviewee has a need for the idea. Some questions to consider include “Do the targeted clients/users need the proposed product or service?” “Will they use and actively support it?” “How much would they pay for it?”

Final Report

The final submission will include the complete BMC with detailed descriptions for each component. The report should present a fully developed picture of the business and reflect an in-depth understanding of the business model canvas concept. Students should keep track of the changes they make following the interview and validation step as well as their justification for making the changes. Proof of validations (e.g., interviews, surveys, business contact information etc.) must be submitted within the final report as appendices. The report will be 5-7 pages (excluding cover page and reference page); APA writing conventions should be followed with a minimum of three (3) sources referenced and cited.

<i>Components</i>	<i>% of Grade</i>
Requirements for the Business Model Canvas	30%
Analysis	30%
Style Including Structure, Flow, Grammar, & Spelling	10%
APA	10%
Team Contribution	20%
Total	100%

COURSE POLICIES

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor PRIOR TO the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to team projects.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. CityU will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex

discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.ed to request a user name and password.